

# Eureka Math *A Story of Units*

## Second Grade – Module 7

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Materials based on Eureka Math Version 3.



## Module Assessment Overview

### Purpose of Assessments

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module's learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students' full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

### Administration of Assessments

- Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
- Assessments are designed to be completed independently by students, without assistance.
- Items can be read to students as needed. (Read the items as written; do not reword.)
- These tasks should not be preceded by review of similar problems.

### Grading Guidance

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

- 4 – Advanced:** Student demonstrates advanced understanding of grade level standards expected at this time of year.
- 3 – Proficient:** Student demonstrates proficiency with grade level standards expected at this time of year.
- 2 – Basic:** Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.
- 1 – Below Basic:** Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

**Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel's grade scale.**

#### General Grading Guidance:

- On the report card, student learning is reported by CCSS domain. The Second Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
- Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

#### Module 7 Grading Guidance:

- Standards 2.NBT.5, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, and 2.MD.6 are last assessed in Module 7. Standards 2.MD.8, 2.MD.9, and 2.MD.10 are only assessed in Module 7. (See checklist on page 3.)

## Grade 2 Common Core State Standards Checklist by Module

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards that are assessed in Module 7.** Note that standards included in major clusters are followed by an asterisk (\*). Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

CCSS		GRADE 2 MODULES							
		1	2	3	4	5	6	7	8
2.OA	1*	X			X				
	2*	X							
	3*						X		
	4*						X		
2.NBT	1a*			X					
	1b*			X					
	2*			X					
	3*			X					
	4*			X					
	5*	X			X			X	
	6*				X				
	7*				X	X			
	8*				X	X			
	9*				X	X			
2.MD	1*		X					X	
	2*		X					X	
	3*		X					X	
	4*		X					X	
	5*		X					X	
	6*		X					X	
	7								X
	8							X	
	9							X	
	10							X	
2.G	1								X
	2						X		
	3								X

## Second Grade Module 7: Mid Module Assessment Task Score Sheet

### A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

#### Score Key: A Progression of Learning

Little or no evidence of reasoning with an incorrect answer.  (1 Point)	Evidence of some reasoning with an incorrect answer.  (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points)	Evidence of solid reasoning with a correct answer.  (4 Points)
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Module 7: Mid Module Assessment					
Question	Domain		Standard		
	Number and Operations – Base Ten	Measurement and Data	2.NBT.5	2.MD.8	2.MD.10
1	1 2 3 4	1 2 3 4	X	X	
2	1 2 3 4	1 2 3 4	X	X	
3		1 2 3 4			X
4	1 2 3	1 2 3	X	X	

Domain Score	Number and Operations – Base Ten		Measurement and Data	
Total Points				
Level	4	11 points	4	14-15 points
	3	8-10 points	3	10-13 points
	2	5-7 points	2	6-9 points
	1	3-4 points	1	4-5 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

## Second Grade Module 7: Mid Module Assessment Task Score Sheet (continued)

### Mid-Module Assessment Task (Topics A–B) Clusters and Standards Addressed

**Use place value understanding and properties of operations to add and subtract.**

- 2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Work with time and money.**

- 2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

**Represent and interpret data.**

- 2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

**Second Grade Module 7: Mid Module Assessment Task Rubric**

A Progression of Learning				
Assessment Task Item and Standards Assessed	STEP 1 Little or no evidence of reasoning with an incorrect answer.  (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer.  (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer.  (4 Points)
<b>1</b> <b>2.NBT.5</b> <b>2.MD.8</b>  <b>Use this rubric to double score #1. (Use the same rubric for NBT and MD)</b>	The student correctly answers <b>0-1</b> of the five parts.	The student correctly answers <b>2-3</b> of the five parts.	The student correctly answers <b>4</b> of the five parts.	The student correctly answers <b>5</b> of the five parts. (See below.)
	a. <b>(1)</b> Answers 78¢ and <b>(2)</b> explains using pictures, numbers, or words. b. <b>(3)</b> Draws and labels a coin combination that totals 57 cents, such as QDDPP or QDDNPP. c. <b>(4)</b> Answers 55¢ and <b>(5)</b> explains using pictures, numbers, or words.			
<b>2</b> <b>2.NBT.5</b> <b>2.MD.8</b>  <b>Use this rubric to double score #2. (Use the same rubric for NBT and MD)</b>	The student correctly answers <b>0-1</b> of the four parts.	The student correctly answers <b>2</b> of the four parts.	The student correctly answers <b>3</b> of the four parts.	The student correctly answers <b>4</b> of the four parts. (See below.)
	a. <b>(1)</b> Answers \$68 and <b>(2)</b> explains using pictures, numbers, or words. b. <b>(3)</b> Answers \$4 change and <b>(4)</b> explains using pictures, numbers, or words.			
<b>3</b> <b>2.MD.10</b>	The student correctly answers <b>0-2</b> of the seven parts.	The student correctly answers <b>3-4</b> of the seven parts.	The student correctly answers <b>5-6</b> of the seven parts.	The student correctly answers <b>7</b> of the seven parts. (See below.)
	a. <b>(1)</b> Draws and <b>(2)</b> labels the picture graph to show 2 oranges, 5 lemons, 3 bananas, and 4 pears. b. <b>(3)</b> Draws and <b>(4)</b> labels the bar graph to show 2 oranges, 5 lemons, 3 bananas, and 4 pears. c. <b>(5)</b> Answers 14 pieces of fruit. d. <b>(6)</b> Answers 4 more lemons and pears and <b>(7)</b> explains using pictures, numbers, or words.			
<b>4</b> <b>2.NBT.5</b> <b>2.MD.8</b>  <b>Use this rubric to double score #4. (Use the same rubric for NBT and MD)</b>	The student correctly answers <b>0-1</b> of the three parts.	The student correctly answers <b>2</b> of the three parts.	The student correctly answers <b>3</b> of the three parts. (See below.)	No level 4 available for this item.
	a. <b>(1)</b> Answers 98¢. b. <b>(2)</b> Answers 37¢ and <b>(3)</b> explains using pictures, numbers, or words.  Note: If part a is incorrect, allow full credit for answers in part b based on the answer for part a.			

## Second Grade Module 7: Mid-Module Assessment Task Key

Name Janine

Date \_\_\_\_\_

1. Hank emptied his pockets and found these coins.



- a. How much money does Hank have? Write the answer using the \$ or ¢ symbol. Explain your thinking using pictures, numbers, or words.

$$25¢ + 40¢ + 10¢ + 3¢$$
$$25¢ + 50¢ + 3¢$$
$$75¢ + 3¢ = 78¢$$

Hank has 78¢.

- b. Hank gave his brother Luke a quarter and some more coins. Now, Luke has 57 cents. Draw and label one possible picture of Luke's coins.

$$25¢ + 32¢ = 57¢$$
A drawing of Luke's coins: one quarter (25¢), one dime (10¢), two dimes (10¢ each), and two pennies (1¢ each). A bracket groups the two dimes and two pennies, labeled 32¢.

- c. Hank's sister Maria found a dollar bill under her bed and used it to buy an iced tea for 45 cents. How much change will Maria get back? Write the answer using the \$ or ¢ symbol. Explain your thinking using pictures, numbers, or words.

$$45¢ + 55¢ = \$1$$
$$45¢ + 5¢ \rightarrow 50¢ + 50¢ \rightarrow \$1$$

Maria will get 55¢ back.

## Second Grade Module 7: Mid-Module Assessment Task Key (continued)

2. Karen has 1 twenty-dollar bill, 2 ten-dollar bills, 4 five-dollar bills, and 8 one-dollar bills.
- a. How much money does Karen have? Write the answer using the \$ or ¢ symbol. Explain your thinking using pictures, numbers, or words.

$$\begin{array}{ccccccc} \$20 & + & \$10 & + & \$10 & + & \$5 & + & \$5 & + & \$5 & + & \$5 & + & \$8 \\ & & \swarrow & & \searrow & & \swarrow & & \searrow & & \swarrow & & \searrow & & \\ & & \$20 & + & \$20 & + & & + & \$20 & + & \$8 & & & & \end{array}$$

Karen has \$68.

- b. Karen buys a book for 12 dollars and a fruit smoothie for 4 dollars. Karen gives the cashier the twenty dollar bill. How much change will she receive? Write the answer using the \$ or ¢ symbol. Explain your thinking using pictures, numbers, or words.

$$\$12 + \$4 = \$16$$

Karen will receive \$4.

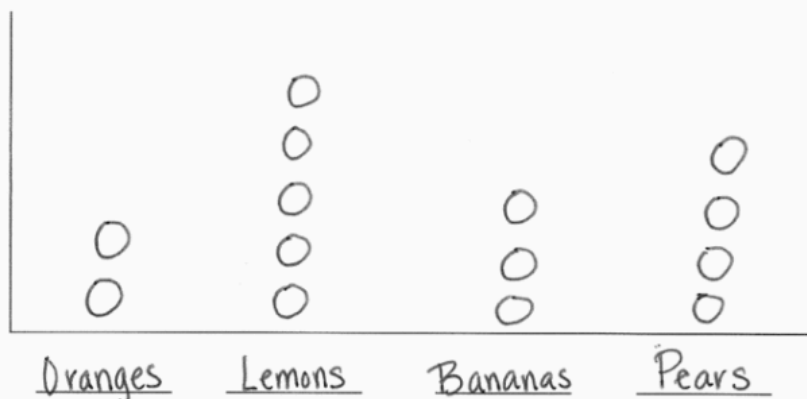
$$\$20 - \$16 = \$4$$

3. Alex sorted the fruits in his shopping basket. The table below shows what he bought.

Oranges	Lemons	Bananas	Pears
2	5	3	4

- a. Draw and label a picture graph to represent the fruits in Alex's shopping basket.

Title Fruits in Alex's basket

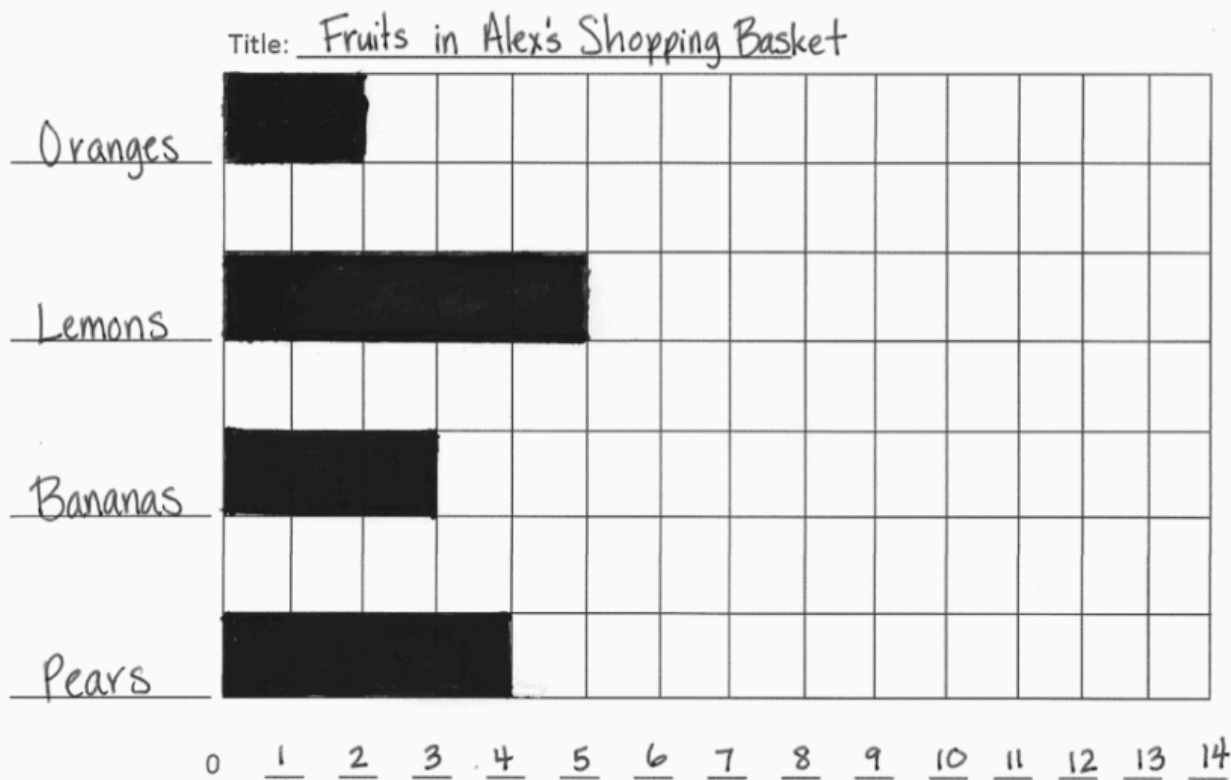


Legend: Each O = 1 piece of fruit



**Second Grade Module 7: Mid-Module Assessment Task Key (continued)**

b. Draw and label a bar graph to represent the fruits in Alex's shopping basket.



c. How many pieces of fruit did Alex buy in all?

$$2 + 3 + 5 + 4$$

$$\downarrow$$

$$5 + 5 + 4$$

$$\downarrow$$

$$10 + 4 = 14$$

Alex buys 14 pieces of fruit.

d. How many more lemons and pears does Alex have than oranges and bananas? Explain your thinking using pictures, numbers, or words.

$$5 + 4 = 9$$

$$2 + 3 = 5$$

$$9 - 5 = 4$$

Alex has 4 more lemons and pears.

## Second Grade Module 7: Mid-Module Assessment Task Key (continued)

4. Denise found 4 nickels in the car, 32 cents in her room, and 21 pennies and 1 quarter in her desk drawer.
- a. How much money did Denise find in all? Write the answer using the \$ or ¢ symbol.

$$\begin{array}{r} 20 + 32 + 21 + 25 \\ \checkmark \quad \quad \checkmark \\ 52 + 46 = 98 \end{array}$$

Denise finds 98¢.

- b. Denise spent 42 cents on one banana and lost 19 cents. How much money does Denise have left? Write the answer using the \$ or ¢ symbol. Explain your thinking using pictures, numbers, or words.

$$98 - 42 = 56$$

$$\begin{array}{r} 4 \phantom{00} 16 \\ 56 \\ - 19 \\ \hline 37 \end{array}$$

Denise has 37¢ left.

## Second Grade Module 7: End-of-Module Assessment Task Score Sheet

### A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student **CAN** do now, and what they need to work on next.

#### Score Key: A Progression of Learning

Little or no evidence of reasoning with an incorrect answer.  (1 Point)	Evidence of some reasoning with an incorrect answer.  (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points)	Evidence of solid reasoning with a correct answer.  (4 Points)
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	Module 7: End-of-Module Assessment													
	Domain				Standards									
Question	Number and Operations – Base Ten		Measurement and Data		2.NBT.5	2.MD.1	2.MD.2	2.MD.3	2.MD.4	2.MD.5	2.MD.6	2.MD.8	2.MD.9	2.MD.10
1			1   2   3   4				X	X	X					
2			1   2   3   4			X								
3			1   2   3								X			
4			1   2   3   4										X	X
5	1   2   3   4		1   2   3   4		X					X		X		

Domain Score	Number and Operations – Base Ten		Measurement and Data	
Total Points				
Level	4	4 points	4	18-19 points
	3	3 points	3	13-17 points
	2	2 points	2	8-12 points
	1	1 point	1	5-7 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

## Second Grade Module 7: End-of-Module Assessment Task Score Sheet (continued)

### End-of-Module Assessment Task (Topics A–F) Clusters and Standards Addressed

**Use place value understanding and properties of operations to add and subtract.**

- 2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Measure and estimate lengths in standard units.**

- 2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- 2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.4** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

**Relate addition and subtraction to length.**

- 2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- 2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

**Work with time and money.**

- 2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

**Represent and interpret data.**

- 2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- 2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

## Second Grade Module 7: End-of-Module Assessment Task Rubric

A Progression of Learning				
Assessment Task Item and Standards Assessed	STEP 1 Little or no evidence of reasoning with an incorrect answer.  (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer.  (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer.  (4 Points)
<b>1</b>  <b>2.MD.2</b> <b>2.MD.3</b> <b>2.MD.4</b>	The student correctly answers <b>0-3</b> of the eight parts.	The student correctly answers <b>4-5</b> of the eight parts.	The student correctly answers <b>6-7</b> of the eight parts.	The student correctly answers <b>8</b> of the eight parts. (See below.)
	a. <b>(1)</b> Estimates the length of each item. (Allow for reasonable estimates.) b. Measures to the nearest whole unit to answer: <ul style="list-style-type: none"> <li><b>(2)</b> Envelope is about 4 in and 10 cm.</li> <li><b>(3)</b> Pencil is about 6 in and 15 cm.</li> <li><b>(4)</b> Crayon is about 3 in and 8 cm.</li> <li><b>(5)</b> Scissors are about 5 in and 13 cm.</li> </ul> c. <b>(6)</b> Answers that the envelope is 2 cm longer than the crayon. Note: Allow point for correct subtraction based on incorrect answers in parts 2 & 4. d. <b>(7)</b> Answers centimeters. e. <b>(8)</b> Explains that centimeters have a smaller length unit than inches, so there are more centimeters than inches.			
<b>2</b>  <b>2.MD.1</b>	The student correctly answers <b>0-1</b> of the four parts.	The student correctly answers <b>2</b> of the four parts.	The student correctly answers <b>3</b> of the four parts.	The student correctly answers <b>4</b> of the four parts. (See below.)
	a. <b>(1)</b> 12-inch ruler. b. <b>(2)</b> Yardstick. c. <b>(3)</b> 12-inch ruler. d. <b>(4)</b> Yardstick.			
<b>3</b>  <b>2.MD.6</b>	The student answers <b>0-1</b> of three parts correctly.	The student correctly answers <b>2</b> of the three parts.	The student correctly answers <b>3</b> of the three parts. (See below.)	No level 4 available for this item.
	a. Answers 40. b. Answers 25. c. Labels D on the number line at 35.			



**Assessment Recommendations for Eureka Math A Story of Units**  
Teaching and Learning Department - Bethel School District

A Progression of Learning				
<b>4</b>  <b>2.MD.9</b> <b>2.MD.10</b>	The student correctly answers <b>0-1</b> of the five parts.	The student correctly answers <b>2-3</b> of the five parts.	The student correctly answers <b>4</b> of the five parts.	The student correctly answers <b>5</b> of the five parts. (See below.)
	a. <b>(1)</b> Draws and <b>(2)</b> labels a line plot to represent the given data. b. <b>(3)</b> Answers 20 pencils. c. <b>(4)</b> Draws and <b>(5)</b> labels a bar graph to represent the given data.			
<b>5</b>  <b>2.MD.5</b> <b>2.MD.8</b> <b>2.NBT.5</b>  <b>Use this rubric to double score #5. (Use the same rubric for NBT and MD)</b>	The student correctly answers <b>0-1</b> of the six parts.	The student correctly answers <b>2-3</b> of the six parts.	The student correctly answers <b>4-5</b> of the six parts.	The student correctly answers <b>6</b> of the six parts. (See below.)
	a. <b>(1)</b> Draws a picture (e.g., tape diagram), <b>(2)</b> writes a number sentence, and <b>(3)</b> solves to get 59 inches. b. <b>(4)</b> Draws a picture, <b>(5)</b> writes a number sentence, and <b>(6)</b> solves to get \$1 or 100¢.			



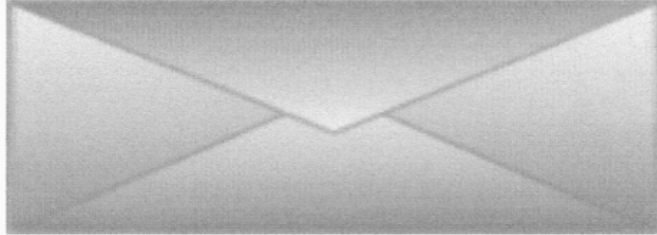
## Second Grade Module 7: End-of-Module Assessment Task Key

Name Teri Date \_\_\_\_\_

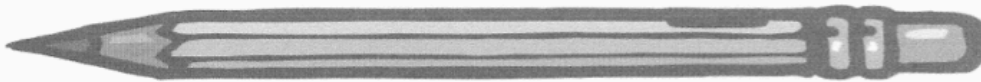
Note: Do not pass out rulers until after students complete Problem 1(a).

1. a. Estimate the length of each item in inches.

The envelope is about 4 inches.



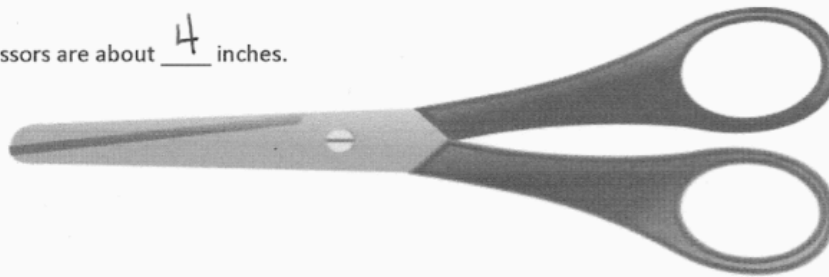
The pencil is about 5 inches.



The crayon is about 3 inches.



The scissors are about 4 inches.



- b. Use a ruler to measure the length of the items above using inches and then centimeters. Round to the nearest unit, and then record the measurements in the table.

Envelope	Pencil	Crayon	Scissors
<u>4</u> inches	<u>6</u> inches	<u>3</u> inches	<u>5</u> inches
<u>10</u> centimeters	<u>15</u> centimeters	<u>8</u> centimeters	<u>13</u> centimeters

- c. The envelope is 2 centimeters longer than the crayon.

## Second Grade Module 7: End-of-Module Assessment Task Key (continued)

- d. For each measurement, which is greater, the number of inches or the number of centimeters?

Centimeters

- e. Explain why.

Centimeters have a shorter length unit than inches so more centimeters are needed to measure than inches.

2. Circle the appropriate tool for measuring each object.

- a. The length of a book:

12-inch ruler

yardstick

- b. The height of a flagpole:

12-inch ruler

yardstick

- c. The length of a paper clip:

12-inch ruler

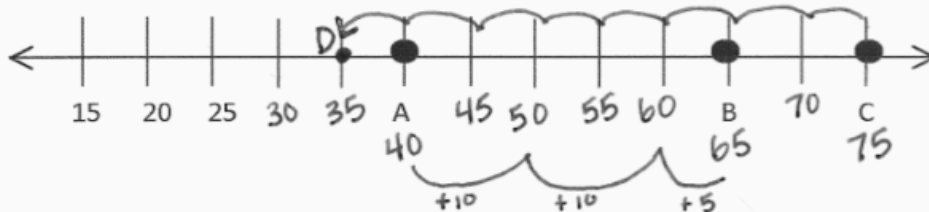
yardstick

- d. The height of a doorway:

12-inch ruler

yardstick

3. a. What number is represented as Point A on the number line? 40



- b. What is the distance between A and B? 25

$$10 + 10 + 5 = 25$$

- c. What is 40 less than the number marked by Point C? Mark it as Point D on the number line.

$$75 - 40 = 35$$



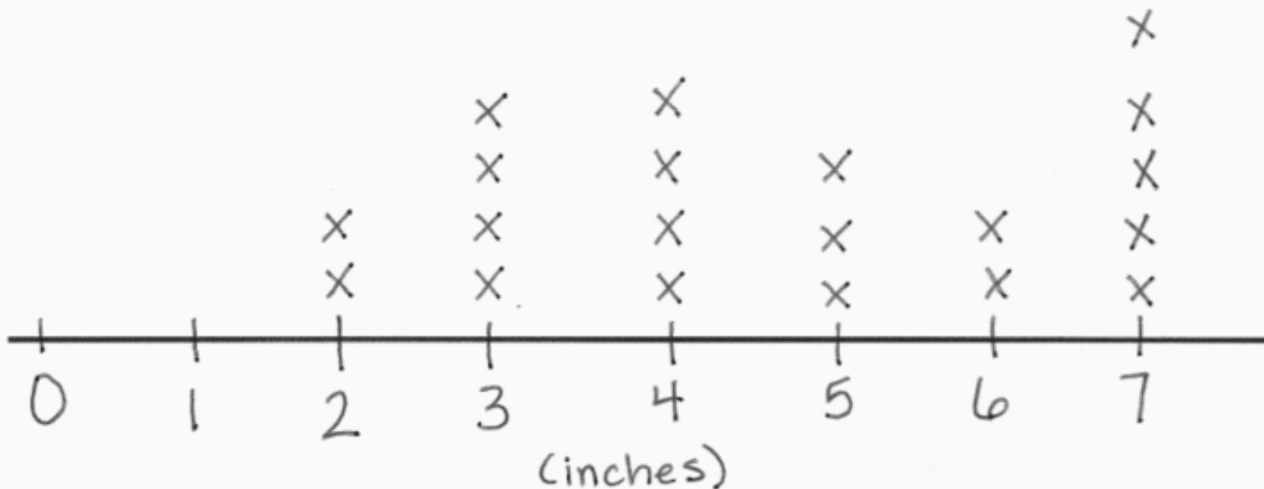
## Second Grade Module 7: End-of-Module Assessment Task Key (continued)

4. Use the tables below to graph the data.

a. Draw and label a line plot to show the length of the pencils in the table.

Length in inches	Number of Pencils
1 inch	0
2 inches	2
3 inches	4
4 inches	4
5 inches	3
6 inches	2
7 inches	5

Title Pencil Lengths



b. Find the total number of pencils measured. 20

$$\begin{array}{r} 2 + 8 + 5 + 5 \\ \checkmark \quad \checkmark \\ 10 + 10 = 20 \end{array}$$

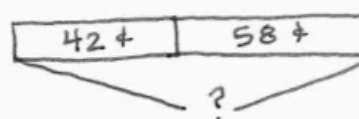
Student Name	Jill	Sven	Rocco	Lyla
Number of Pencils	4	2	5	1

A bar chart with a vertical axis labeled from 0 to 7 in increments of 1. The horizontal axis lists four children: Jill, Sven, Rocco, and Lyla. The bars represent the number of books read by each child: Jill has 4 books, Sven has 2 books, Rocco has 5 books, and Lyla has 1 book.

Child	Books Read
Jill	4
Sven	2
Rocco	5
Lyla	1

$$\begin{array}{r} 618 \\ 78 \\ -19 \\ \hline 59 \end{array}$$

The family's doorway is 59 inches taller.

$$\begin{array}{r} 25¢ + 20¢ + 13¢ \\ \swarrow \searrow \\ 45¢ + 13¢ = 58¢ \end{array}$$


$$\begin{array}{r} 42 \\ + 58 \\ \hline 100 \end{array}$$

\$1 or 100¢

Albert saved \$1.